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ABSTRACT

Since 1870, the federal government has gathered data about students, teachers, schools, and education funding. The U.S. Department of Education's National Center for Education Statistics (NCES) annually publishes a statistical report on the status and progress of education in the United States. The "Condition of Education" includes data and analysis on a wide variety of issues, including: (1) access, participation, and progress; (2) achievement, attainment, and curriculum; (3) economic and other outcomes of education; (4) size, growth, and output of educational institutions; (5) climate, classrooms, and diversity in educational institutions; and (6) human and financial resources of educational institutions. The indicators in the publication use data from government and private sources. This pamphlet contains 30 charts that comprise a small sample of the 60 indicators contained in the larger report, "The Condition of Education." (LMI)

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THE POCKET CONDITION OF EDUCATION 1996

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NCES 96-305

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NATIONAL CENTER FOR EDUCATION STATISTICS

THE POCKET CONDITION OF EDUCATION 1996

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U.S. Department of Education
Office of Educational Research and Improvement

NCES 96–305

The following charts are a small sample of the 60 indicators contained in ***The Condition of Education 1996***.

Since 1870, the federal government has been gathering data about students, teachers, schools, and education funding. The U.S. Department of Education's National Center for Education Statistics (NCES) annually publishes a statistical report on the status and progress of education in the United States. ***The Condition of Education*** includes data and analysis on a wide variety of issues. The indicators in the 1996 edition are in six sections:

- Access, participation, and progress;
- Achievement, attainment, and curriculum;
- Economic and other outcomes of education;
- Size, growth, and output of educational institutions;
- Climate, classrooms, and diversity in educational institutions; and
- Human and financial resources of educational institutions.

The indicators in the publication use data from government and private sources. The publication includes overviews on current topics in education and additional tables related to each indicator.

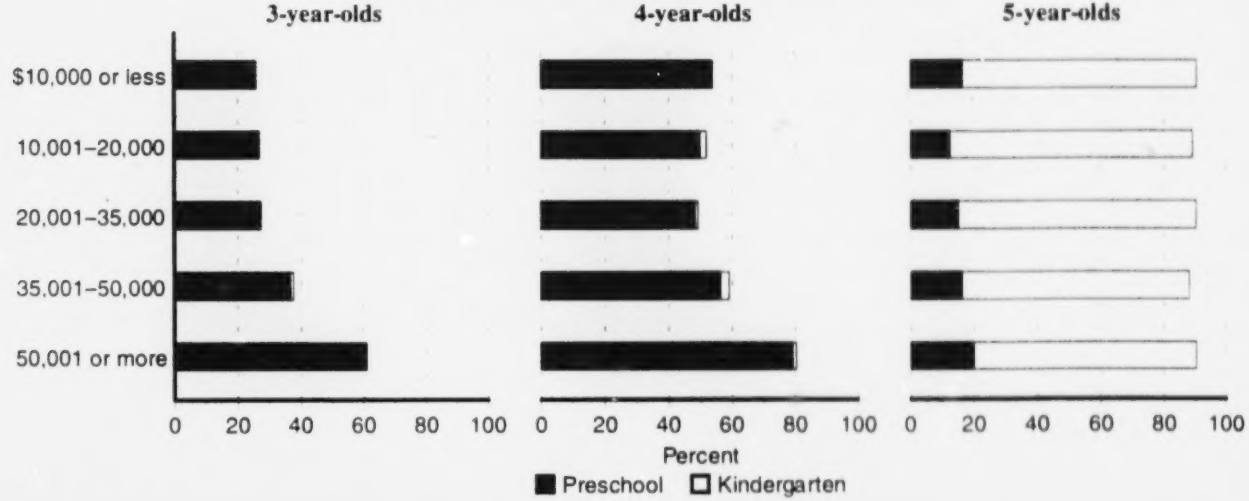
Until supplies are exhausted, a single copy of ***The Condition of Education 1996*** (NCES 96-304) may be obtained at no cost from either the National Library of Education (NLE) at (800) 424-1616 (E-mail: library-nle@ed.gov) or the National Education Data Resource Center (NDRC) at (703) 845-3151 (E-mail: ndrc@pcci.com). If you need more than one copy of the publication or supplies have been exhausted, see the order form at the end of this document.

This report, as well as many other NCES products, are also available on the NCES Internet site at http://www.ed.gov/NCES.

Preprimary education enrollment

Participating in early childhood programs such as Head Start, nursery school, prekindergarten, and kindergarten provides children with valuable experience before entering first grade. In 1995, 3- and 4-year-olds from families with incomes of $50,000 or less were less likely to be enrolled in center-based programs and kindergarten than 3- and 4-year-olds from families with incomes over $50,000.

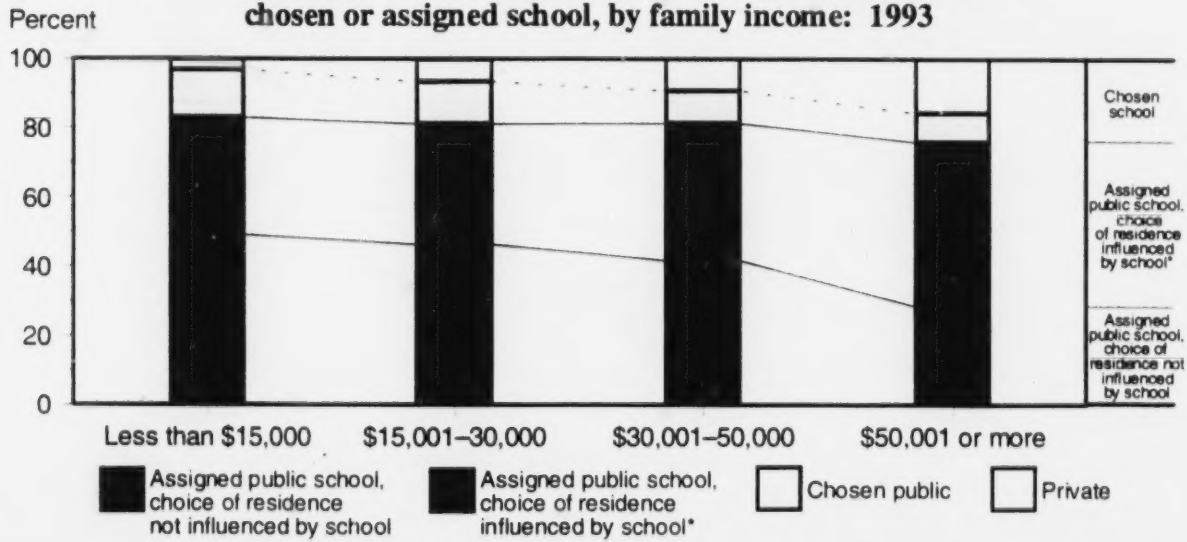
Percentage of 3-, 4-, and 5-year-olds enrolled in center-based programs and kindergarten, by family income: 1995



SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), 1995 (Early Childhood Program Participation File).

Parents who select which school their child attends do so for a variety of reasons, including academic, religious, or moral environment and convenience. Students from families with incomes over $50,000 were more likely than students from families with incomes less than $15,000 to attend a school chosen by their parents.

Percentage distribution of students in grades 3–12 who attended a chosen or assigned school, by family income: 1993

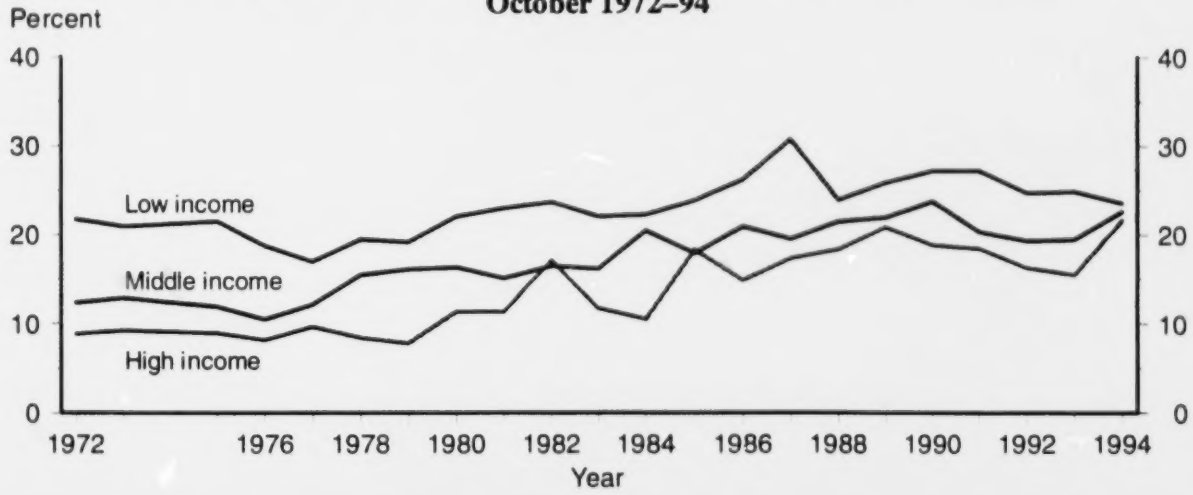


* Students whose parents indicated that their choice of residence was influenced by where their child would go to school.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), 1993 (School Safety and Discipline File).

Children age 7 or older are in first grade for a variety of reasons: their parents kept them in preschool or at home longer; they turned 6 after a state-mandated cut-off date; they were retained in kindergarten or first grade; or they missed school due to illness or other reasons. In general, between 1972 and 1993, first-grade students from low income families were more likely to be age 7 or older than were first-graders from high income families.

Percentage of first-grade students age 7 or older, by family income*: October 1972–94



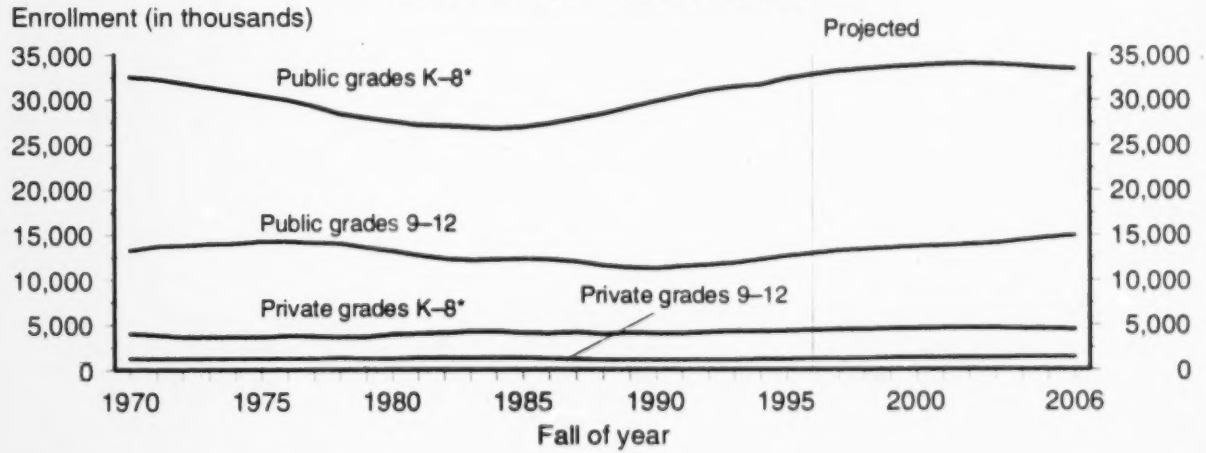
* Low income is the bottom 20 percent of all family incomes; high income is the top 20 percent of all family incomes; and middle income is the 60 percent in-between. Family income data were not available for 1974.

SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys.

Elementary and secondary school enrollment

School enrollment is one measure of the size of the education system and of the demand for teachers, buildings, and other resources. From 1985 to 1995, total public school enrollment rose 14 percent, after falling 14 percent between 1970 and 1985; public schools continue to enroll almost 9 out of 10 children.

Elementary and secondary school enrollment, by control and level of school: Fall 1970–2006

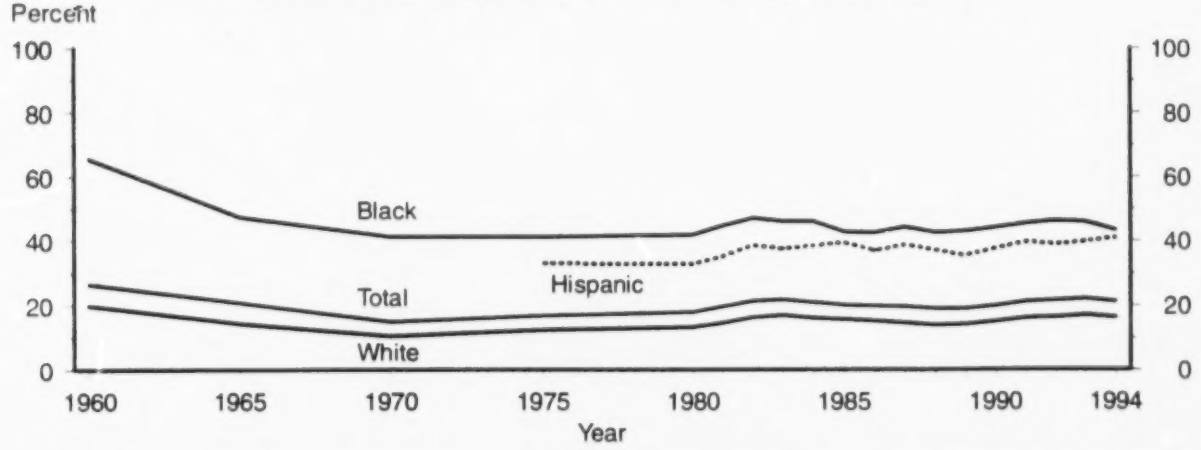


* Enrollment includes a relatively small number of nursery school students.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 1995* (based on Common Core of Data) and *Projections of Education Statistics to 2006*, 1996.

The effects of poverty on children's education are well documented. Children in poverty may not come to school ready to learn, and therefore, may need additional services. In 1994, both black and Hispanic children were more than twice as likely as white children to live in poverty.

Percentage of children less than 18 years old who live in families with incomes below the poverty level: Selected years 1960–94

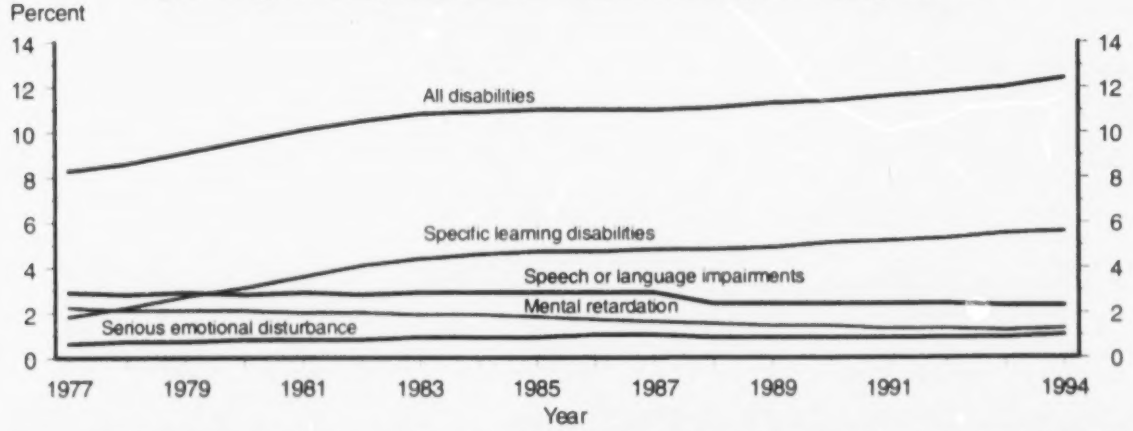


NOTE: Because these data come directly from a Census Bureau publication, figures for whites and blacks include Hispanics. Hispanics may be of any race, and therefore, the three groups are not mutually exclusive. Data presented for 1960 include 1959 data for blacks and 1960 data for whites and total. Data presented for 1965 include 1967 data for blacks and 1965 data for whites and total.

SOURCE: U.S. Department of Commerce, Bureau of the Census, *Current Population Reports*, Series P-60, "Income, Poverty, anc Valuation of Non-cash Benefits: 1994" (based on March Current Population Surveys).

Changes in the number and distribution of students with disabilities affect the level of effort required of educators and policymakers to comply with the current law and help them to forecast the need for future resources. Between 1977 and 1994, the number of students who participated in federal programs for children with disabilities increased at a faster rate than did total public school enrollment.

Number of children with disabilities who were served by federal programs, as a percentage of total public K–12 enrollment: School years ending 1977–94



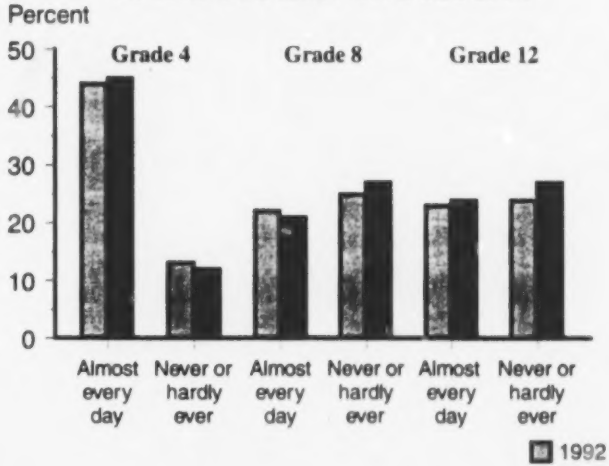
NOTE: Includes students who were served under Chapter 1 of the Education Consolidation and Improvement Act (ECIA) and Part B of the Individuals with Disabilities Education Act (IDEA). Prior to the 1987–88 school year, preschool students were included in the counts by disabling condition. Beginning in the 1987–88 school year, states were no longer required to report preschool students (0–5 years) with disabilities by disabling condition.

SOURCE: U.S. Department of Education, Office of Special Education and Rehabilitative Services, *Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act*, various years; and National Center for Education Statistics, *Digest of Education Statistics, 1995*.

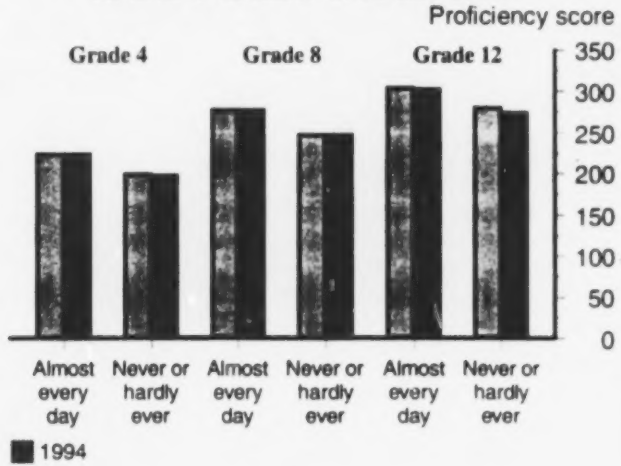
Average reading proficiency of 4th-, 8th-, and 12th-graders

A student's ability to read is essential to the educational process and increases the likelihood that he or she will become a full participating member of society. Generally, the more students read for fun on their own time, the higher their reading scores. Between 1992 and 1994, the percentage of 12th-graders who reported that they never or hardly ever read for fun increased from 24 to 27 percent.

Percentage of students who read for fun on their own time: 1992 and 1994



Average reading proficiency scores of students, by extent of reading for fun on their own time: 1992 and 1994

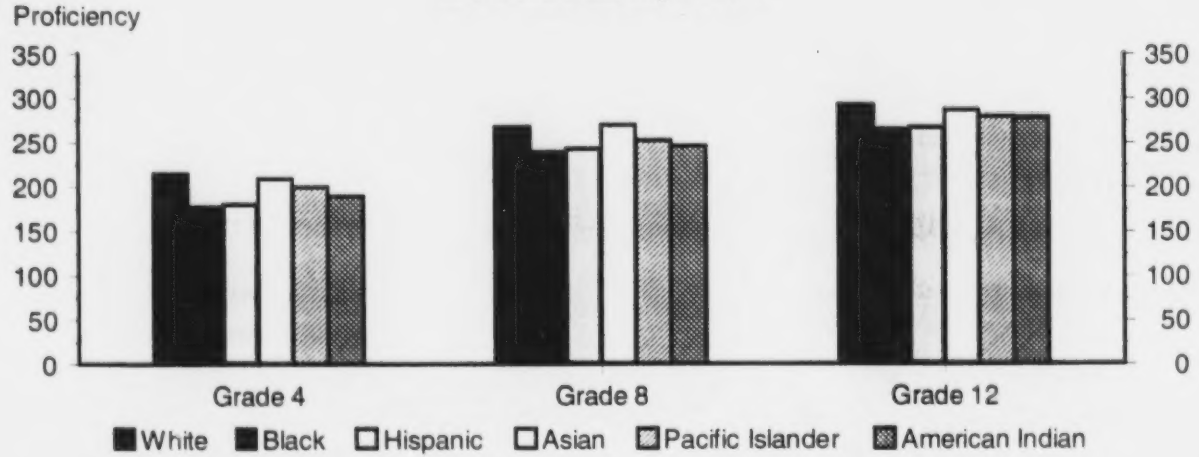


SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, *1994 Reading Report Card for the Nation and the States*, 1996.

Average U.S. history proficiency of 4th-, 8th-, and 12th-graders

A working knowledge of U.S. history—the country's struggles, successes, and failings—allows citizens to make informed and intelligent decisions about contemporary issues. In 1994, average history proficiency scores of whites and Asians were higher than those of blacks and Hispanics in grades 4, 8, and 12.

Average U.S. history proficiency (scale score), by grade and race/ethnicity: 1994

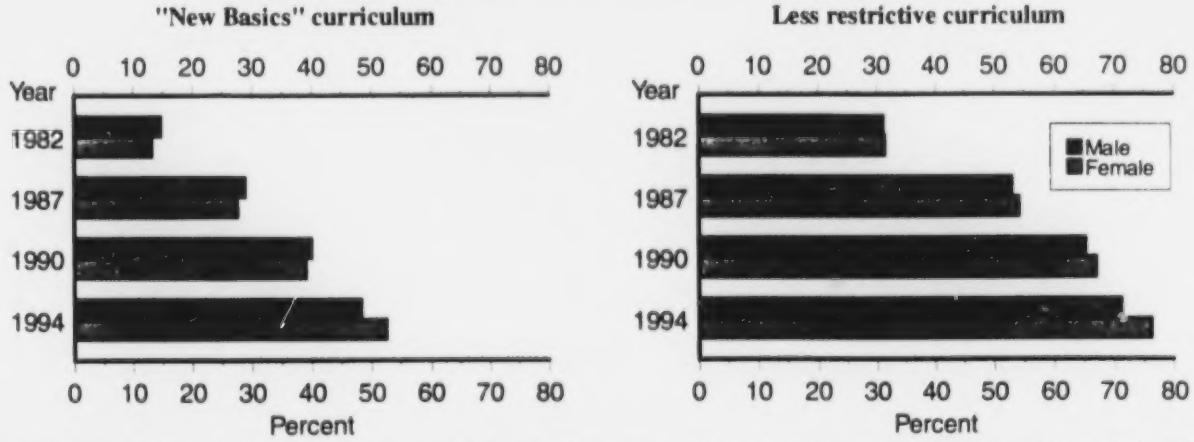


NOTE: The history proficiency scale ranges from 0 to 500.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, *1994 NAEP U.S. History Report Card*, 1996.

In 1983, *A Nation at Risk* recommended that all students seeking a diploma be required to enroll in the "New Basics," a core curriculum composed of 4 years of English and 3 years each of social studies, science, and mathematics. Between 1982 and 1994, the percentage of high school graduates earning the less restrictive number of units in core courses more than doubled, while those earning the "New Basics" units more than tripled.

Percentage of high school graduates earning a minimum number of units in core courses, by sex: 1982, 1987, 1990, and 1994

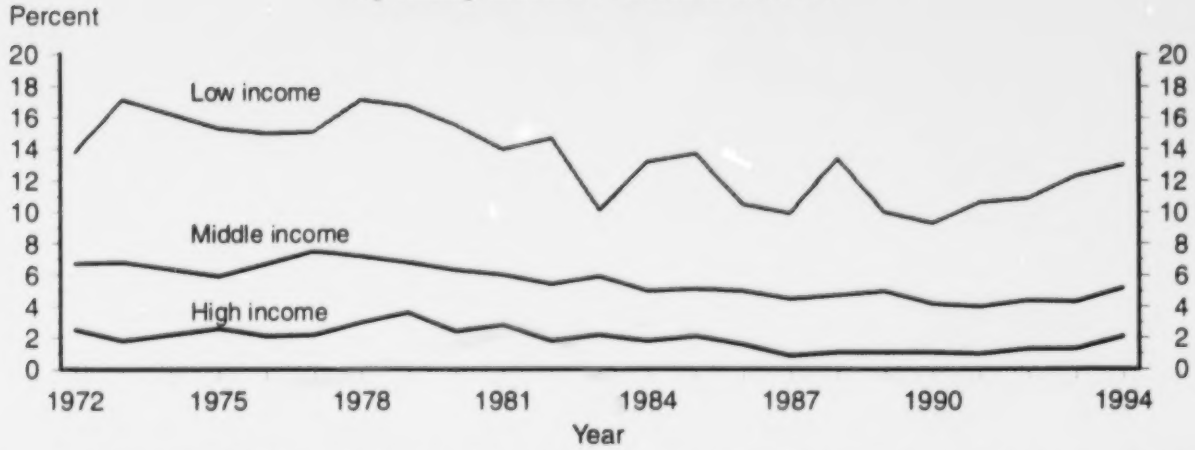


NOTE: The "New Basics" curriculum also includes 0.5 units of computer science which was not included in this analysis. The less restrictive curriculum requires 4 years of English, 3 years of social studies, and 2 years each of science and mathematics.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *The 1994 High School Transcript Study Tabulations: Comparative Data on Credits Earned and Demographics for 1994, 1990, 1987, and 1982 High School Graduates*, 1996.

Students who drop out of school have fewer opportunities to succeed in the work force or to assume a fully functional place in society at large than those students who complete high school. Between 1972 and 1994, students from low income families were more likely to drop out of high school than were their counterparts from middle and high income families.

Event dropout rates[1] for those in grades 10–12, aged 15–24, by family income[2]: October 1972–94



[1] The event dropout rate is the percentage of those in grades 10–12, aged 15–24, who were enrolled the previous October, but who were not enrolled and had not graduated the following October.

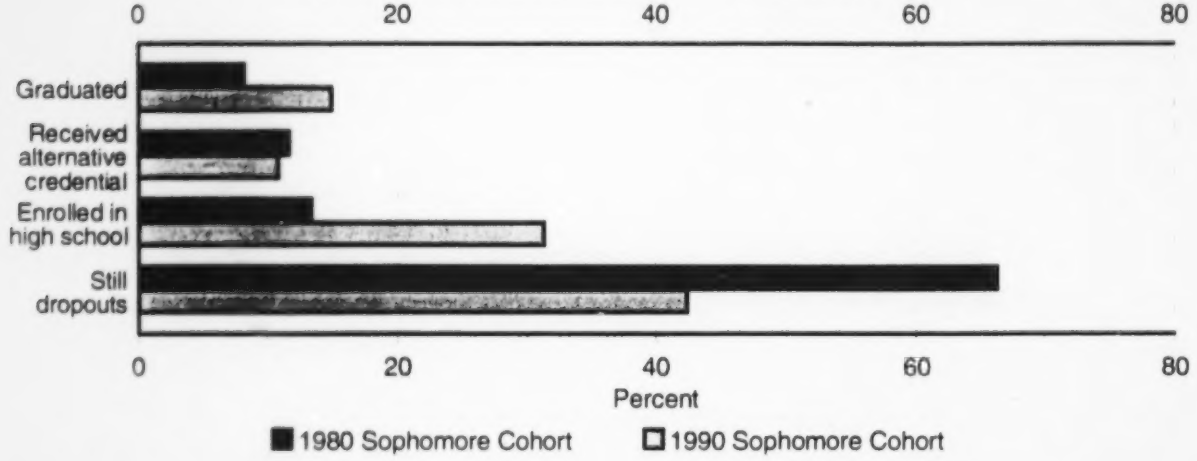
[2] Low income is the bottom 20 percent of all family incomes; high income is the top 20 percent of all family incomes; and middle income is the 60 percent in-between.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Dropout Rates in the United States: 1994* (based on the October Current Population Surveys).

Dropouts who complete high school within 2 years of scheduled graduation

The decision to drop out of school does not always indicate the culmination of a young person's education. Many former students reconsider their decision to drop out and return to high school or take a test to receive an alternative credential, such as the GED. Dropouts from the 1990 sophomore class were more likely to return to school than were their counterparts a decade earlier.

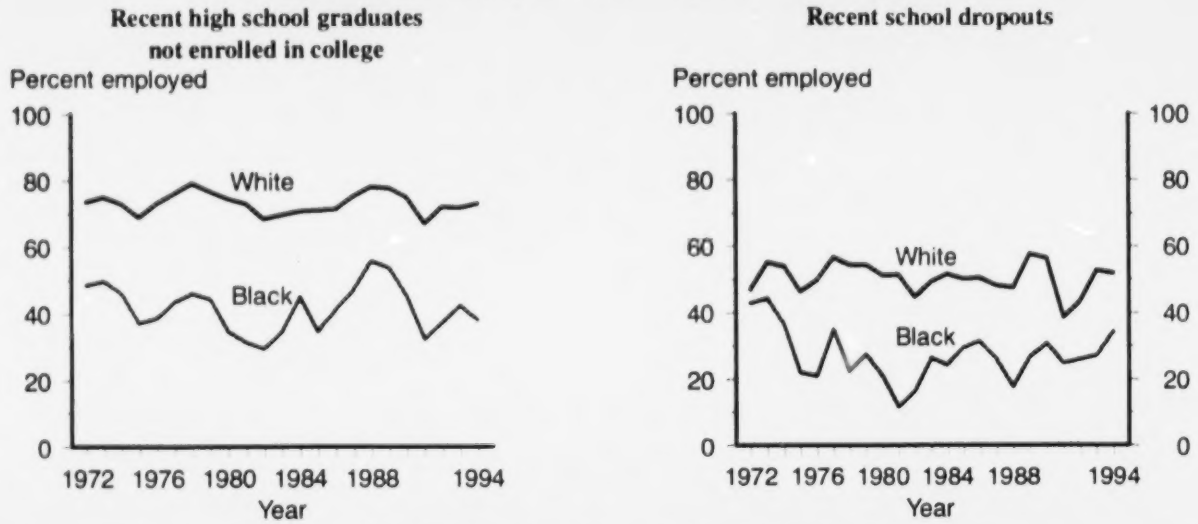
Status of 1980 and 1990 sophomores who did not graduate on schedule 2 years after scheduled high school graduation



SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond (HS&B) study Sophomore Cohort, Base Year, First, and Second Follow-up Surveys; and National Education Longitudinal Study of 1988, First, Second, and Third Follow-up Surveys.

The employment rate among school leavers, both those who have not finished high school and those who have finished but have not gone on to college, indicates the ease of making the transition from high school to work. Nearly every year between 1972 and 1994, white recent school dropouts were more likely to be employed than black recent high school graduates not enrolled in college.

Employment rates, by race/ethnicity: October 1972–94

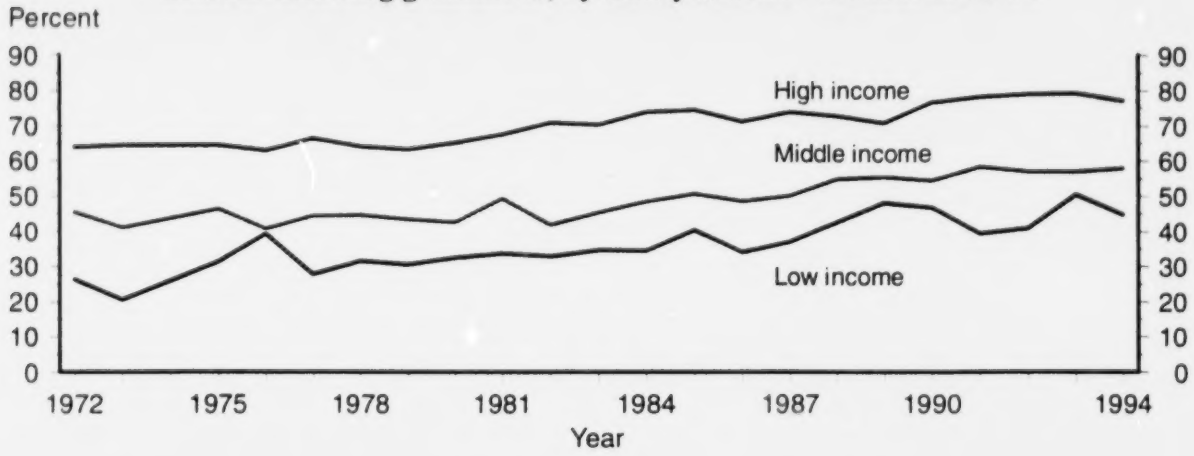


NOTE: Recent high school graduates are individuals aged 16–24 who graduated during the survey year. Recent school dropouts are individuals aged 16–24 who did not graduate and who were in school 12 months earlier, but who were not enrolled during the survey month.

SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys.

Since most college students enroll in college immediately after completing high school, the percentage of high school graduates enrolled in college the October following graduation is an indicator of the total proportion of that year's high school graduates who will ever enroll in college. Between 1973 and 1994, the proportion of high school graduates going directly to college increased from 47 to 62 percent.

Percentage of high school graduates aged 16–24 enrolled in college the October following graduation, by family income: October 1972–94

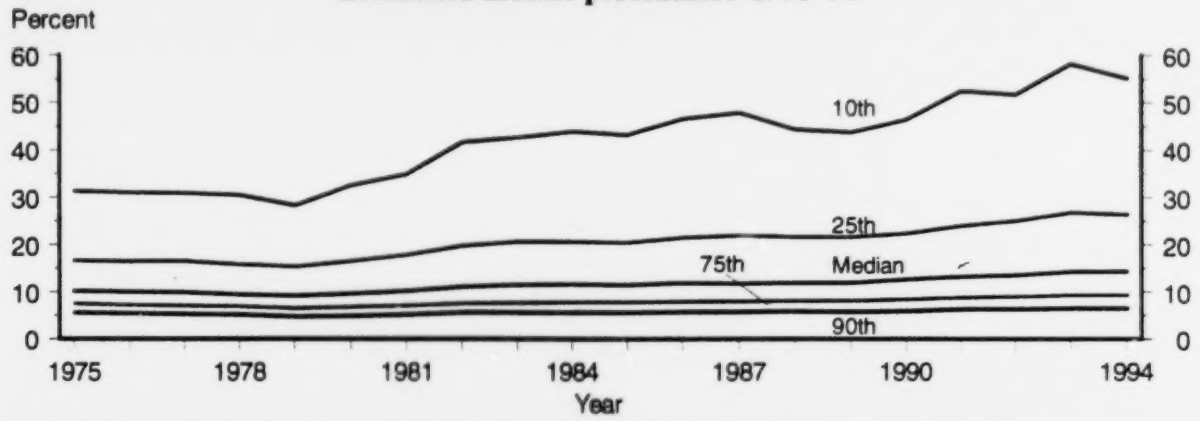


NOTE: Low income is the bottom 20 percent of all familly incomes; high income is the top 20 percent of all family incomes; and middle income is the 60 percent in-between.

SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys.

The average cost for tuition, room, and board as a percentage of family income is an indicator of the affordability of a college education. Between 1980 and 1994, tuition, room, and board at public institutions increased from 10 to 14 percent of median family income (for families with children 6 to 17 years old).

Average undergraduate tuition, room, and board for public institutions, as a percentage of income of families with children 6 to 17 years old at selected income percentiles: 1975–94

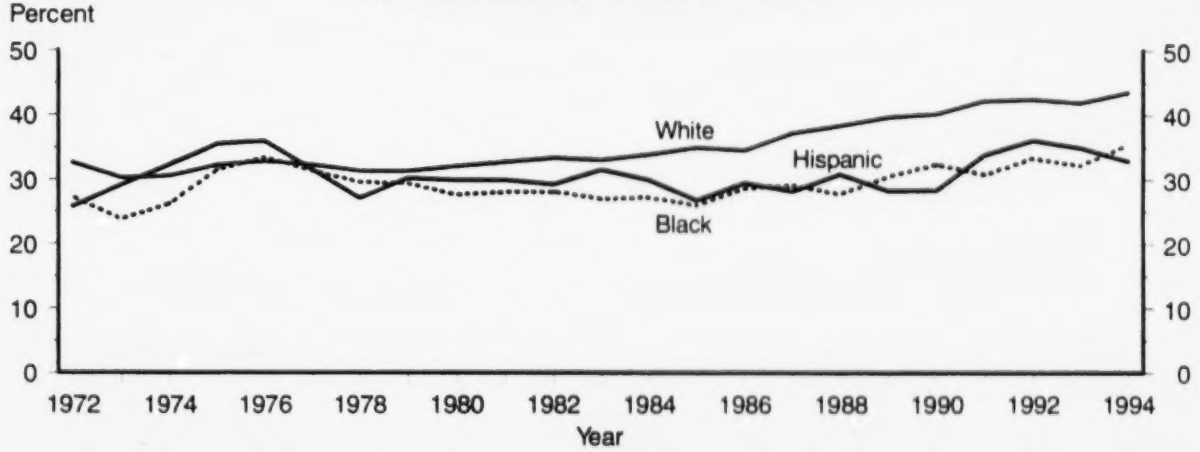


NOTE: Tuition data are for academic years beginning 1975–94, and family income data are for calendar years 1975–94. In-state tuition and fees are used for public institutions.

SOURCE: U.S. Department of Education, National Center for Education Statistics, IPEDS "Fall Enrollment" and "Institutional Characteristics" surveys. U.S. Department of Commerce, Bureau of the Census, *Current Population Reports*, Series P-60, "Income, Poverty and Valuation of Non-cash Benefits," various years (based on March Current Population Surveys).

Racial and ethnic differences in college enrollment rates may reflect differences in access to and persistence in higher education for groups with varying social and economic backgrounds. Between 1992 and 1994, white high school graduates aged 18–24 were more likely to be enrolled in college than were their black and Hispanic counterparts.

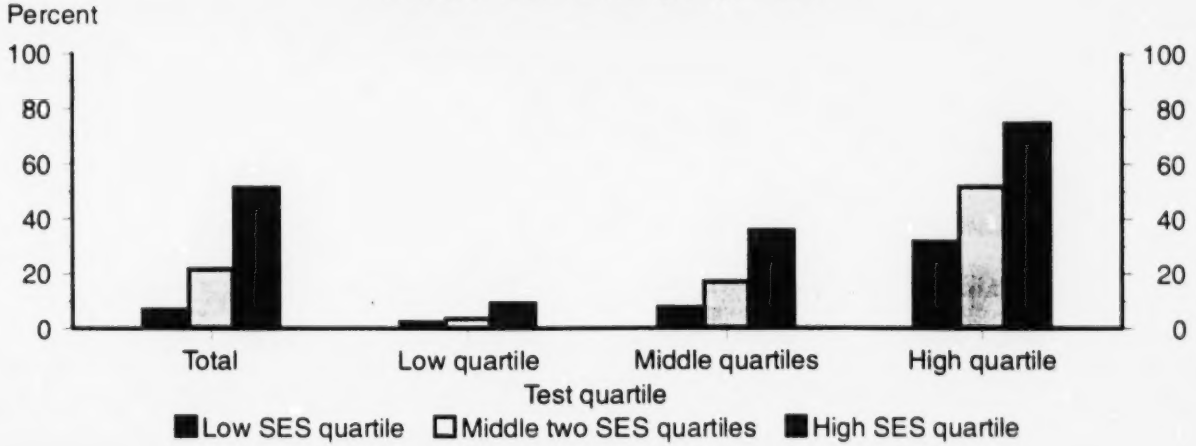
Percentage of high school graduates aged 18–24 enrolled in college, by race/ethnicity: October 1972–94



SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys.

Higher levels of educational attainment are strongly correlated with more stable patterns of employment and higher earnings. Among the 1980 sophomore cohort in the highest test quartile in 12th grade, high socioeconomic (SES) students were much more likely than low SES students to have earned a bachelor's or advanced degree by 1992.

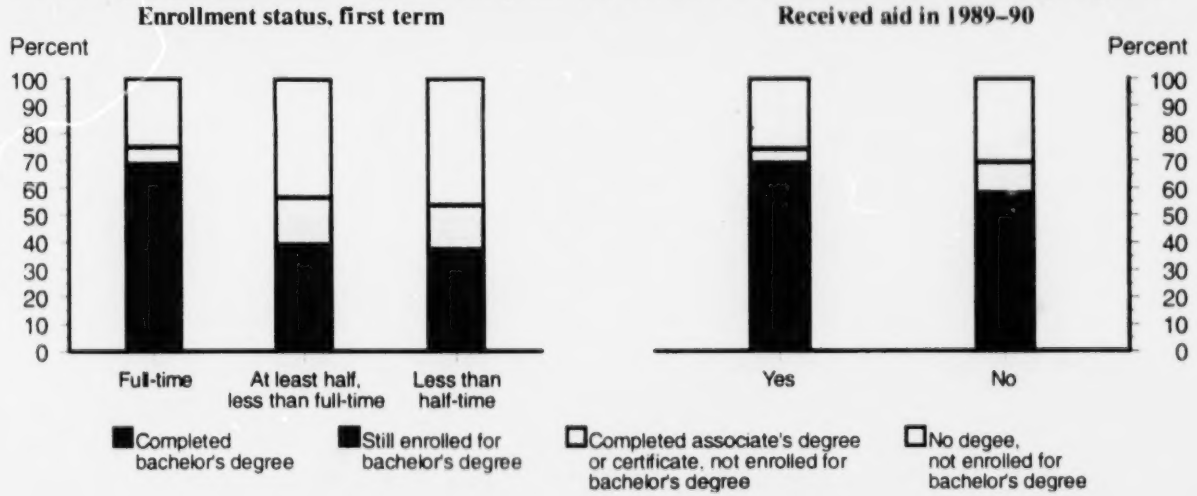
Percentage of 1980 high school sophomores who earned a bachelor's degree or higher by 1992, by 1982 test quartile and socioeconomic status (SES): 1992



SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond (HS&B) study 1980 Sophomore Cohort, Base Year, First, and Fourth Follow-up Surveys.

Personal, financial, and academic circumstances often interfere with the persistence required to complete bachelor's degree programs. Half of bachelor's degree seekers (52 percent) who first enrolled on a full-time basis in 1989–90 reported having completed that degree within 5 years, compared to less than 15 percent of those who first enrolled less than full time.

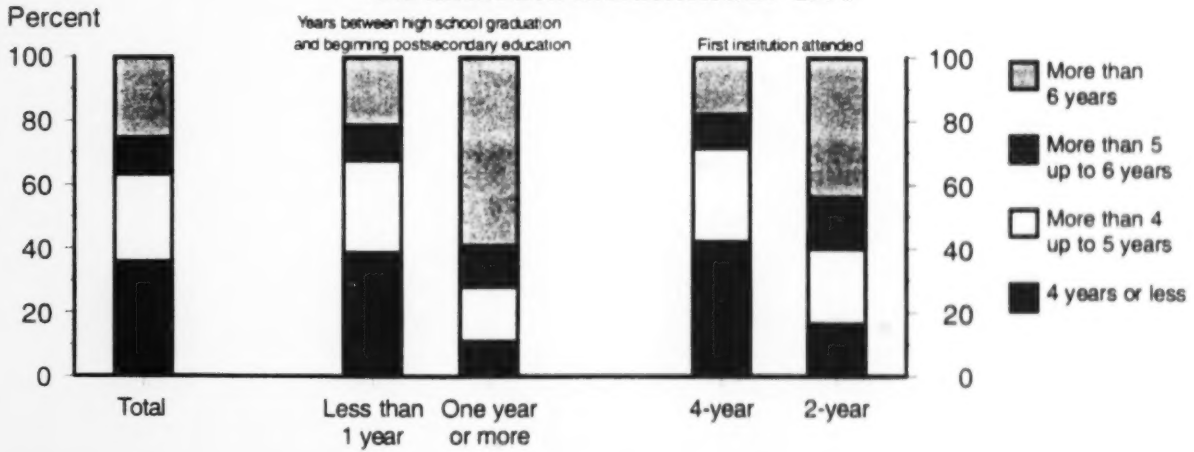
Percentage distribution of 1989–90 beginning postsecondary students seeking bachelor's degrees according to persistence toward and completion of bachelor's and other degrees as of spring 1994



SOURCE: U.S. Department of Education, National Center for Education Statistics, 1990 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:90/94).

The traditional time to complete most bachelor's degrees is 4 years, but a number of circumstances may delay graduation. Taking more than 4 years to complete a bachelor's degree can be costly to students who incur additional tuition and postponed entry into the labor force. About 36 percent of 1993 graduates completed a bachelor's degree within 4 years of beginning their postsecondary education, while 26 percent took more than 6 years to do so.

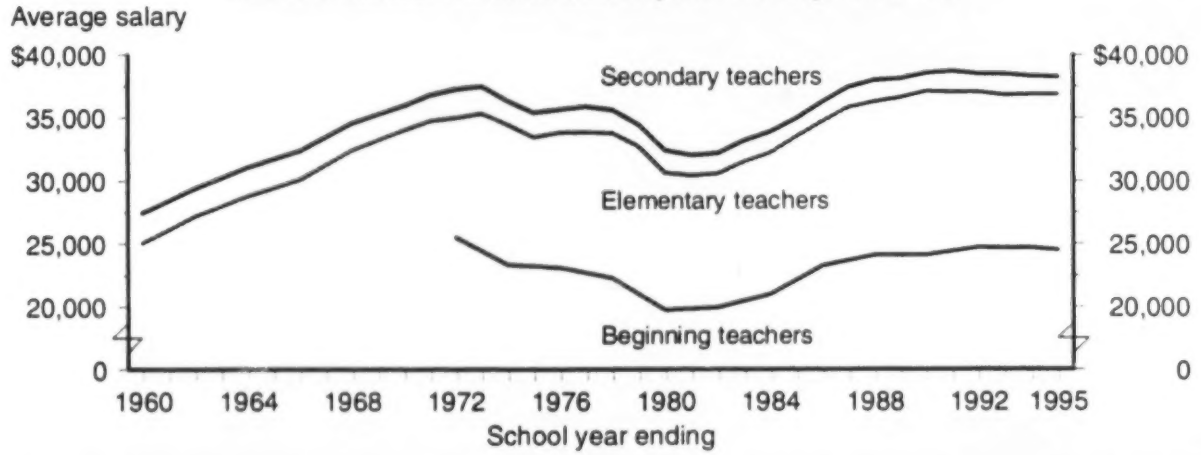
Percentage of college graduates completing the bachelor's degree within various years of starting college, by selected student and institution characteristics: 1993



SOURCE: U.S. Department of Education, National Center for Education Statistics, Recent College Graduates Survey for 1977–90 graduates and 1993 Baccalaureate and Beyond Longitudinal Study, First Follow-up (B&B:93/94).

Teachers' salaries constitute a major portion of the elementary and secondary budget, and good teachers are central to a high quality education system. Between 1980 and 1995, the average salary of all public school teachers, adjusted for inflation, increased 19 percent, rising from $31,412 to $37,436.

Average annual salaries (in 1995 constant dollars) of public school teachers: Selected school years ending: 1960–95*

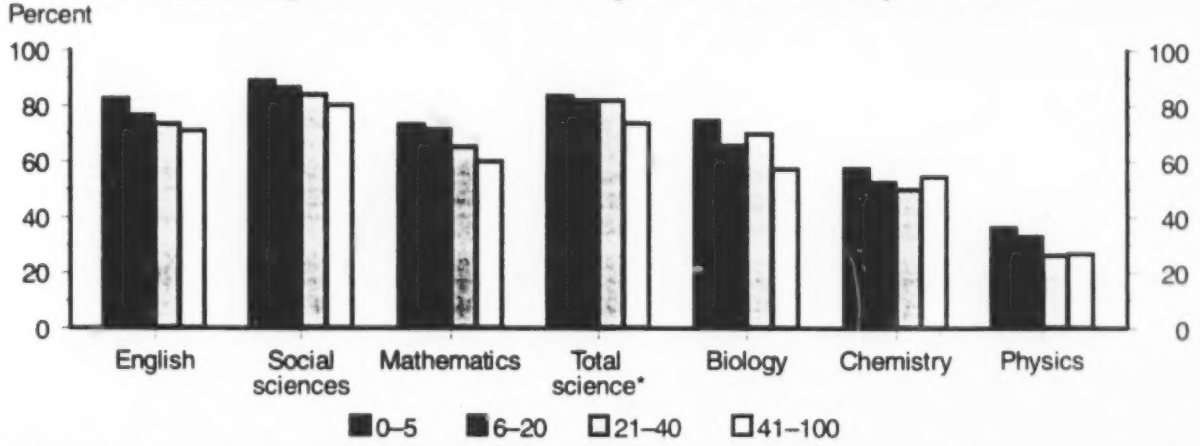


* Plotted points for average annual salaries for public school teachers are even years 1960–68 and all years 1970–95. Plotted points for average beginning salaries for public school teachers are even years 1972–88 and all years 1990–95.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 1995* and Schools and Staffing Survey, 1993–94 (School, Administrator, and Teacher Questionnaires). American Federation of Teachers, *Survey and Analysis of Salary Trends 1995*, December 1995.

Whether teachers majored in the fields they teach is an indication of their substantive and academic qualifications in those subjects. Students at public secondary schools with a high poverty level (more than 40 percent eligible for free or reduced-price lunch) were less likely to be taught any of the core subjects by a teacher who majored in that subject than were students at public secondary schools with a low poverty level (5 percent or less eligible for free or reduced-price lunch).

Percentage of secondary public school students taught by teachers who majored at the undergraduate or graduate level in the class subject, by percentage of students eligible for free or reduced-price lunch: School year 1993–94

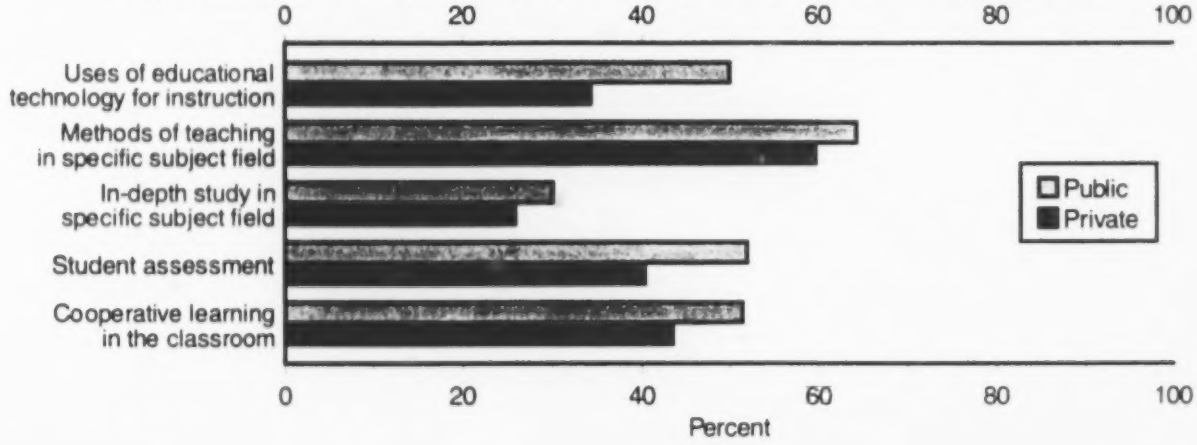


* It is easier to have majored, minored, or become certified in "science" than in a specific discipline, such as biology, because a teacher from any scientific field may qualify in science whereas a discipline requires a specific match.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94 (Teacher Questionnaire).

Professional development for current teachers includes both seminars offered by schools or school districts and courses affiliated with institutions of higher education. In school year 1993–94, 50 percent or more of full-time public school teachers participated in professional development on topics including uses of educational technology for instruction, methods of teaching in their subject field, student assessment, and cooperative learning in the classroom.

Percentage of full-time teachers who participated in selected in-service education or professional development topics, by control of school: School year 1993–94

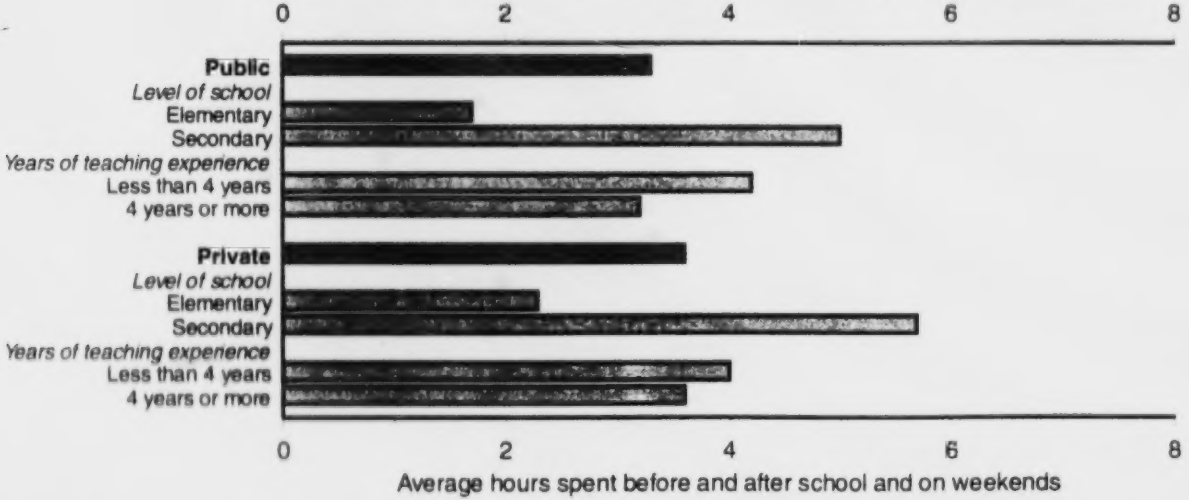


SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94 (Teacher Questionnaire).

Teaching workload of full-time teachers

A teacher's work day does not end when classes are over. He or she is likely to spend additional time outside of school hours on work-related activities. In 1994, public and private full-time teachers reported spending 12 to 13 extra hours before and after school and on weekends; of these extra hours, about one-fourth were spent in activities involving students.

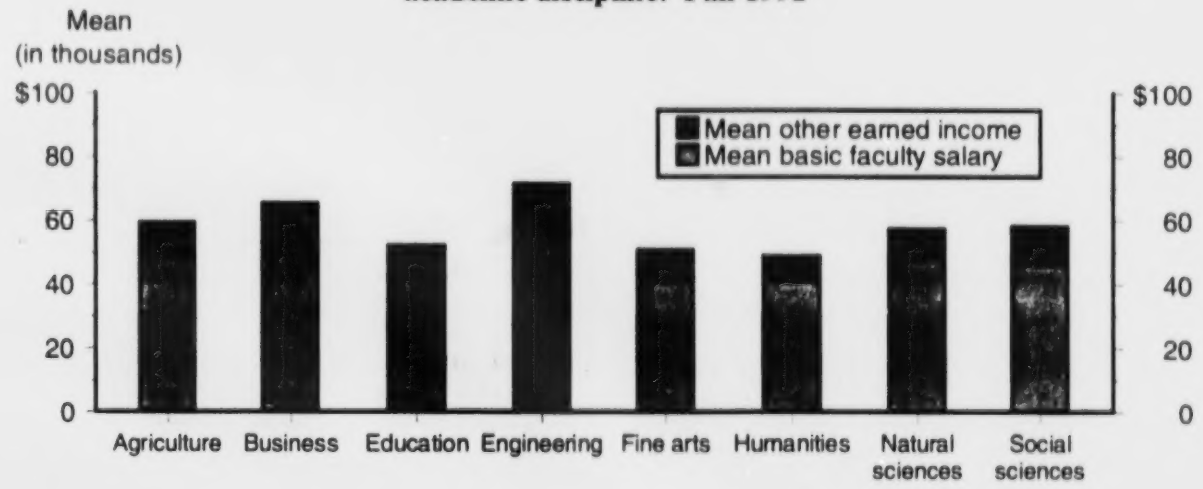
Average hours per week full-time teachers spent on activities involving students before and after school and on weekends, by level and control of school and years of teaching experience: 1994



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94 (Teacher Questionnaire).

When evaluating the adequacy of full-time faculty salaries, it is essential to examine the earnings faculty members receive from other sources along with their total earned income and base salary amount. In 1992, 79 percent of full-time faculty received earnings in addition to their basic faculty salary. The mean basic faculty salary was $45,401, while the mean total earned income was $56,597.

Total earned income of postsecondary faculty, by academic discipline: Fall 1992



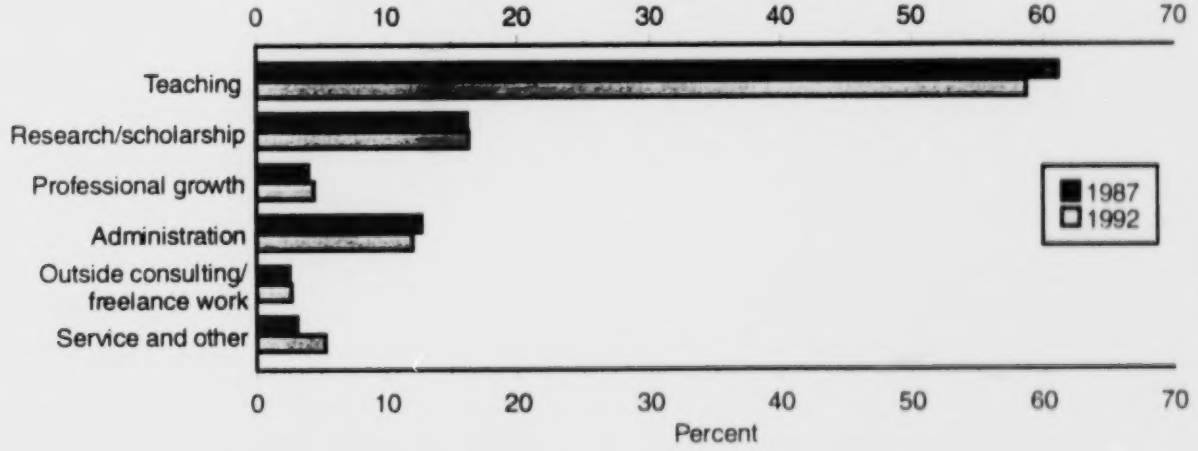
NOTE: Medical faculty are not included in this analysis.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Survey of Postsecondary Faculty, 1993.

Teaching workload of full-time postsecondary faculty

Debates about tenure, instructional time, and the overall quality of a college education raise questions about the actual time postsecondary faculty spend teaching relative to the time they spend on other activities such as research, freelance work, administrative tasks, and professional growth activities. Between 1987 and 1992, the percentage of time full-time postsecondary faculty members spent teaching decreased slightly (from 61 to 59 percent).

Percentage of time full-time postsecondary faculty spent on various activities: Fall 1987 and fall 1992

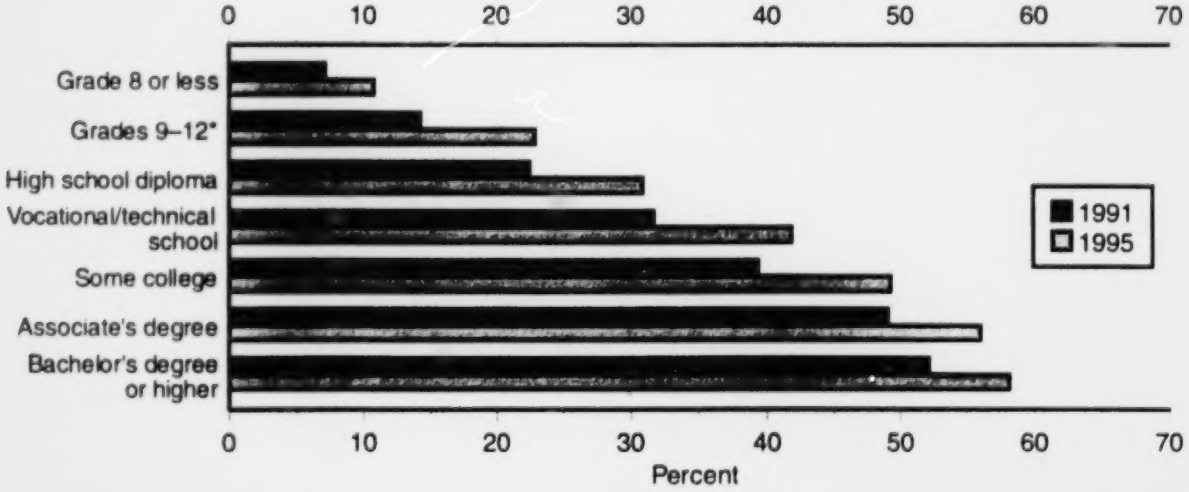


NOTE: Medical faculty are not included in this analysis.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Survey of Postsecondary Faculty, 1988 and 1993.

In an age of rapid technological and economic change, lifelong learning is essential, both for individuals and for society as a whole. In both 1991 and 1995, adults with more education generally were more likely to participate in adult education activities than those with less education.

Adult education participation rates in the past 12 months, by educational attainment: 1991 and 1995



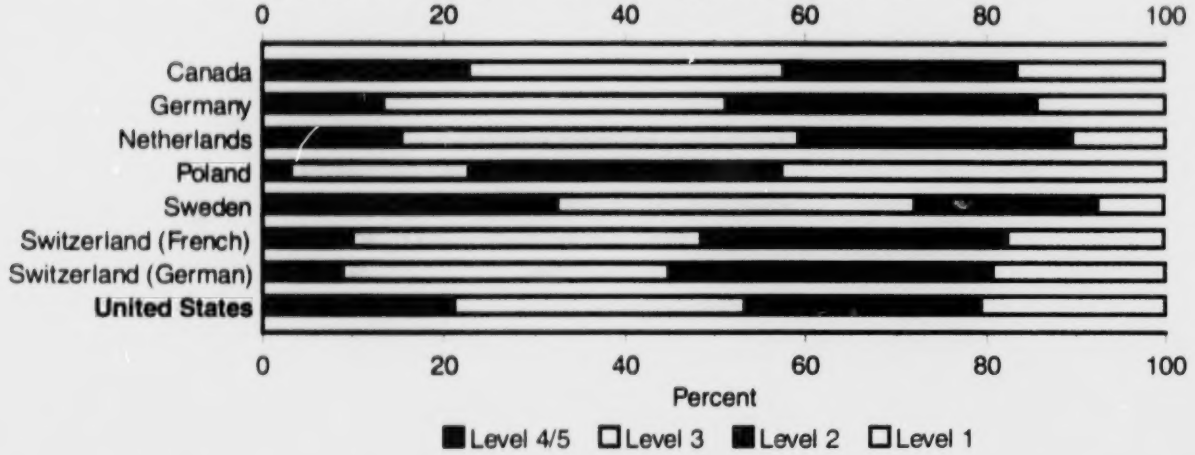
* In 1995, includes adults whose highest education level was grades 9–12 who had not received a high school diploma; in 1991, includes only adults whose highest education level was grades 9–11.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), 1991 and 1995 (Adult Education Component).

International comparisons of adult literacy

In recent years, literacy has been viewed as one of the fundamental tools necessary for successful economic performance in industrialized societies. In 1994, compared to most other countries assessed, the United States had a greater concentration of adults who scored at the lowest literacy level and who scored at or above level 4 on the prose scale.

Percentage distribution of the population in selected countries scoring at the 5 literacy levels on the prose literacy scale: 1994



NOTE: The individuals who performed at level 1 demonstrated the lowest literacy proficiency, while those at level 5 displayed the highest literacy proficiency.

SOURCE: Organization for Economic Co-operation and Development and Statistics Canada, *Literacy, Economy and Society, Results of the International Adult Literacy Survey*, 1995.

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